

# THE SCHOOL FRIEND,

## AND OHIO SCHOOL JOURNAL.

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### THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL,

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#### The Moral Warfare.

BY WHITTIER.

When Freedom on her natal day,  
Within her war-rocked cradle lay,  
An iron race around her stood,  
Baptized her infant brow in blood,  
And, through the storm which round her swept,  
Their constant ward and watching kept.

Then, where quiet herds repose,  
The roar of baleful battle rose,  
And brethren of a common tongue  
The mortal strife, as tigers, sprung,  
And every gift on Freedom's shrine  
Was man for beast, and blood for wine!

Our fathers to their graves have gone;  
Their strife is past—their triumph won;  
But sterner trials wait the race  
Which rises in their honored place—  
A MORAL WARFARE with the crime  
And folly of an evil time.

So let it be. In God's own might  
We gird us for the coming fight,  
And, strong in Him whose cause is ours,  
In conflict with unholy powers,  
We grasp the weapons He has given,—  
The Light, and Truth, and Love of Heaven!

#### Regulations of Chauncy-Hall School, Boston.

The following regulations of one of the best conducted private schools in New England, may furnish useful hints to teachers in framing regulations for their own schools, especially in reference to the *good behavior* of the pupils, and to the care of the schoolroom, furniture, etc.:

#### THE PUPILS ARE REQUIRED

To be punctual at school.

To scrape their feet on the scraper, and to wipe them on every mat they may pass over on their way to the hall.

To hang their hats, caps, coats, etc., etc., on the hooks appropriated to them respectively, by loops prepared for the purpose.

To bow gracefully and respectfully on entering and leaving the hall, and any recitation room where any teacher is present.

To take their places on entering the hall.

To make no unnecessary noise within the walls of the building, at any time, night or day.

To keep their persons, clothes, and shoes clean.

To carry and bring their books for study in a satchel.

To quit the neighborhood of the school in a quiet and orderly manner, immediately after dismissal.

To bring notes for absence, dated and signed by persons authorized to do so, and stating the duration of the absence; also notes for tardiness,

and for occasions when pupils are wanted at home before the regular hour for dismissal.

To study lessons at home, except when inconvenient to the family—in such cases to bring a certificate of the fact in writing.

To present a pen by the feathered end; a knife by its handle; a book right side upward to be read by the person receiving it.

To bow on presenting or receiving anything.

To stand while speaking to a teacher.

To keep all books clean, and the contents of the desk neatly arranged.

To deposit in desks, all books (except writing book), slates, pencils, rulers, etc., before dismissal.

To give notice through the school postoffice, of all books, slates, etc., missing.

To pick up hats, caps, coats, pens, etc., found on the floor, and put them in their appropriate places.

To replace lost keys, books, etc., belonging to the school, and make good all damage done by them.

To write all requests on slates, and wait until called.

To close the desks and fasten them, before leaving the room for the day.

To raise the hand as a request to speak across the hall or any recitation room.

To show two fingers when a pen is wanted.

To put all refuse paper, stumps of pens, etc., in the dust box.

To be accountable for the condition of the floor nearest their own seats.

To fill all vacant time with ciphering, as a general occupation; and to give notice to the teacher, before dismissal, in case of omitting the exercise wholly on any day.

To be particularly vigilant when no teacher is in the hall.

To promote as far as possible the happiness, comfort, and improvement of others.

To follow every classmate while reading, and correct all errors discovered in pronunciation, emphasis, or inflection.

To point the forefinger of the left hand at each letter or figure of the slip or copy, while writing, and the feather of the pen toward the right shoulder.

To keep the writing book square in front.

To rest the body on the left arm, while spelling, and keep the eye directed toward their own slates.

To sit erectly against the back of the chairs, during the singing lessons, and to direct their attention the instructor.

## Young Men.

The idea is prevalent in some communities, that young men are fit neither for generals or statesmen, and that they must be kept in the back ground, until their physical strength is impaired by age, and their intellectual faculties become blunted by the weight of years. Let us look to the history of the past, and from the long list of heroes and statesmen, select some who have distinguished themselves, and we shall find that they were *young men* when they performed those acts which have won for them an imperishable meed of fame, and placed their names high on the page of history. Alexander, the conqueror of the then whole civilized world, viz:—Greece, Egypt and Asia, died at 33. Bonaparte was crowned Emperor of France when 33 years of age. Pitt, the younger brother, was about 20 years of age when, in Britain's Parliament, he boldly advocated the cause of the American colonies, and but 22 when made Chancellor of the Exchequer. Edmund Burke at the age of 25, was first Lord of the Treasury. Our own Washington was 25 when he covered the retreat of the British troops at Braddock's defeat and was appointed to the command-in-chief of all the Virginia forces. Alexander Hamilton at 19, was a Lieutenant Colonel and aid to Washington—at 25 a member of Congress—at 33 Secretary of the Treasury. Thomas Jefferson was but 32 when he drafted the ever memorable Declaration of Independence. At the age of 30 years, Sir Isaac Newton occupied the mathematical chair at Cambridge college, England, having by his scientific discoveries rendered his name immortal. We might continue the list to a greater length, but enough has been said already, to show that the idea that young men are not capable of performing great and ennobling actions, or of taking a high position in the councils of a nation, is chimerical and visionary. And what has been said, may well serve to encourage the young to set up a high standard and press toward it with ardor, suffering nothing to discourage them from soaring 'onward and upward' in the paths of fame, or in the pursuits of literature and science.

Old Paper.

## True Greatness.

Let us thank Heaven, too, that there are other standards of greatness besides vastness of territory, and other forms of wealth besides mineral deposits and agricultural exuberance. Though every hill were a Potosi, though every valley, like that of the Nile, were rank with fatness, yet might a nation be poor in the most desperate sense; benighted in the darkness of barbarism, the judgment-stricken of Heaven for its sins. A State has its boundaries which it cannot rightfully transcend; but the realm of intelligence, the sphere of charity, the moral domain in which the soul can expand, are expatiate and illimitable—vast and boundless as the presence of the Being that created them. Worldly treasure is of that

nature that rust may corrupt, or the moth destroy, or thieves steal; but even upon earth there are mental treasures which are unapproachable by fraud, impregnable to violence, and whose value does not perish, but is redoubled with the using. A State, then, is not necessarily fated to insignificance because its dimensions are narrow, nor doomed to obscurity and powerlessness because its numbers are few. Athens was small; yet, low as were her moral aims, she lighted up the whole earth as a lamp lights up a temple—Judea was small; but her prophets and teachers were and will continue to be the guides of the world. The narrow strip of half cultivated land that lies between her eastern and western boundaries is not Massachusetts; but her noble and incorruptible men, her pure and exalted women, the children in all her schools, whose daily lessons are the preludes and rehearsals of the great duties of life, and the prophesies of future eminence—these are the State.

Horace Mann.

## School Visits.

No. 74. Another primary school of sixty-nine scholars. Teacher at home in the school; keeps good order without any fuss; has the small children spell their words over, and spell them in concert, till they learn to spell them readily; which is a good practice. Class in Colburn's Arithmetic large and interesting; were required (as scholars should be) to recite without the book, repeating the example after the teacher, and then giving the solution. School quite still, thought it was not the stillness of dullness, or terror, but order, interest, and propriety. During the eight weeks school has kept, 15 or 20 have not been absent or tardy once, and during the past week about 50 had not been absent or tardy once. Some complaint by the teacher that the parents did not visit the school. Both of these schools characterized by *order and life*,—the two most important points in a good school. One of the teachers remarked that she had good reason to believe several of her scholars had not whispered at all for many weeks. I saw no whispering or loud study, and yet the children seemed happy and contented; far more so than in schools of noise and confusion. In one school noticed, the scholars did not *make their manners* before reading and spelling.

No. 75. Visited the Intermediate and High school, with school committee. These schools now under good regimen, doing credit to the teachers and the village. The boys and girls appear attentive to their studies, interested in school, respectful to teachers and visitors. Attention is now paid to drawing in these schools, and the specimens of the pupils were neat, and well executed for beginners. In the Intermediate school, I noticed by the teacher's roll, that many of the scholars had not been absent or tardy for several weeks.

In many of our district schools, it would be an improvement: (1) If the small scholars had

more general exercises, especially on the maps and blackboard. (2) If the scholars should read over less ground, and be drilled more thoroughly on what they do read.—(3) If, in spelling, reading, and other exercises, the teacher should not always call on the class *in course*, but promiscuously, so as to secure the *attention of the whole class*. Want of attention is a great fault in most schools. (4) If the scholars that miss a word in spelling, should be required, as they are in some schools, to spell the word correctly (without being called upon), when it has been spelled by another.—(5) If Committees, and Parents would more frequently visit the school. Teachers invariably speak of the good influence of such visits on their schools.

JAMES TUFTS.

Wardsboro', December, 1849.

## Massachusetts.

Gov. Briggs, in his late message to the Legislature of Massachusetts, presents the following beautiful picture of that state:

"Massachusetts has an area of 7,250 square miles, and within its limits there are now in operation, more than 1,100 miles of railroads, with a capital of \$50,000,000. We have a population of about 1,000,000, who are engaged in every branch of business and of industry,—at home and abroad, upon the land and upon the sea,—which holds out the prospect of a remunerating profit. The annual value of their products exceeds \$100,000,000. Her credit is unimpaired, and, on 'Change, at home and abroad, her bonds are sought.

The value of the school-houses in the State, in 1848, was \$2,700,000. More than two millions of that sum was raised and expended within the 12 preceding years. In 1849, there were, in our 314 towns, 3,749 public schools, in which were employed 8,163 teachers, 2,416 of whom were males, and 5,737 were females. The amount of money raised for the support of public schools, was \$830,000. Add to this the amount paid for tuition in the academies and private schools, and the whole sum expended for education during the year, excluding the three colleges was \$1,168,334.

A thousand convenient and tasteful houses of public worship, erected by different denominations of Christians, beautify every city, town, and village of the Commonwealth, and bear testimony that our people have not forgotten the God of their fathers. Our public charitable institutions, for the benefit of the deaf, dumb, and blind, the sick, insane, and the destitute, and for instructing and reforming juvenile offenders, are the jewels of the State. In our public schools, children of the rich and poor sit together on the same seat, and struggle for the prize of scholarship upon equal terms. Here, honest industry, prudence, and economy, are honorable; idleness and dissipation a reproach. It may well be doubted whether labor is better fed, better paid, better edu-



cated, and more respected in any community on earth, than in Massachusetts. By our constitution and laws, all citizens are placed upon a common level, and are entitled to the same civil and political rights, and all men are, or may become, citizens.

#### Criminal abuse of Health and Wealth.

The Boston Journal reports an admirable lecture before the Mercantile Library Association by the Hon. Horace Mann, the worthy successor of Mr. Adams in Congress.—The following extracts are worthy of all attention:

"The young man walks in the midst of temptation to appetite, the improper indulgence of which is in danger of proving his ruin. Health, longevity, and virtue depend on his resisting these temptations. The Providence of God is no more responsible, because a man, by improper indulgence, becomes subject to disease, than for the picking of his pockets. For a young man to injure his health, is to waste his patrimony and destroy his capacity for virtuous deeds. Should a man love God, he will have ten times the strength for the exercise of it, with a sound body. Not only the amount, but the quality of a man's labor depends on his health. The productions of the poet, the man of science, or the orator, must be affected by health. Not only lying lips, but a dyspeptic stomach, is an abomination to the Lord. The man who neglects to control his appetite, is to himself what a state of barbarism is to society—the brutish part predominates. He is to himself what Nicholas is to Hungary.

"Men buy pains, and the purveyor and market man bring home disease. Our pious ancestors used to bury the suicide where four roads met; yet every gentleman or lady who lays the foundation of disease with turtle soup or lobster-salad, as really commits suicide as if they used the rope or the pistol; and were the old law revived, how many, who are now honored with a resting-place at Mount Auburn, would be found at the cross roads! Is it not amazing that man, invited to a repast worthy of the gods, should stop to feed on garbage; or when called to partake of the Circean cup, should stop to guzzle with swine?

"If young men imagine that the gratification of appetite is the great source of enjoyment, they will find this in the highest degree with industry and temperance. The epicure, who seeks it in a dinner which costs five dollars, will find less enjoyment of appetite than the laborer who dines on a shilling. If the devotee of appetite desires its highest gratification, he must not send for Buffalo tongues, but climb a mountain or swing an ax. Without health, there is no delicacy that can provoke an appetite. Whoever destroys his health, turns the most delicious viands into ipecac and aloes. The man that is physically wicked does not live out half his days, and he is not half alive while he does live. However gracious God may be with the heart, he never pardons the stomach.

"Let a young man pursue a course of temperance, sobriety, and industry, and he may retain his vigor till three score years and ten, with his cup of enjoyment full, and depart painlessly—as the candle burns out in its socket, he will expire.

"But look at the opposite. When a man suffers his appetites to control him, he turns his dwelling into a lazarus, whether he lives in a hovel, clothed with rags, or in the splendid mansions and gorgeous clothing of the upper ten.

"Let every young man look on this picture and on that, and tell which he will choose. Society despises the wretch who debases himself, and treats him as the wild horses do their intractable members—get him inside of a ring, and with heels kick him out, to death."

The pursuit of wealth for the mere sake of wealth, and not for the opportunities it affords of elevating ourselves and those around us, was another topic upon which the speaker "wreaked" the energy of his diction. "The gods of the world," said he "are fast dying out, and one deity alone is worshiped—wealth. Were it currently reported that the river Jordan is bedded with gold, the church and the world would vie with the Jews in their strife for the Holy Land—all faces would be directed to Jerusalem instead of San Francisco, in the hope of something more sterling than salvation."

Mr. Mann disclaimed all intention of waging war against the accumulation of wealth. It is the duty of a young man to labor for a recompense. Inherited wealth is often far other than a blessing. When the devil clutches the father for hoarding, and the son for spending, he proves the best speculator of the three. Because he doubles his capital on the same investment.

#### Vagrancy in New York.

The following is from the report of Mr. Mat-sell, the chief of police, whose vigilance and opportunities for knowing, give an authoritative tone to his words.

"In connection with this report, I deem it my duty to call the attention of your Honor to a deplorable and growing evil, which exists amid this community, and which is spread over the principal business part of the city. It is an evil and a reproach to our municipality, for which the laws and ordinances afford no adequate remedy.

"I allude to the constantly increasing numbers of vagrant, idle and vicious children of both sexes, who infest our thoroughfares, hotels, docks, &c. Children who are growing up in ignorance and profligacy, only destined to a life of misery, shame, and crime, and ultimately to a felon's doom. Their numbers are almost incredible, and to those whose business and habits do not permit them a searching scrutiny, the degrading and disgusting practices of these almost infants in the schools of vice, prostitution, and rowdiness,

would certainly be beyond belief. The offspring of always careless, generally intemperate and oftentimes immoral and dishonest parents, they never see the inside of a schoolroom, and so far as our excellent system of public education is concerned (and which may be truly said to be the foundation stone of our free institutions), it is to them an entire nullity. Left, in many instances, to roam day and night wherever their inclination leads them, a large proportion of these juvenile vagrants are in the daily practice of pilfering wherever opportunity offers, and begging where they cannot steal. In addition to which, the female portion of the youngest class, those who have seen only eight or twelve summers, are addicted to immoralities of the most loathsome description. Each year makes fearful additions to the ranks of these prospective recruits of infamy and sin, and from this corrupt and festering fountain, flows on a ceaseless stream to our lowest brothels—the Penitentiary and the State Prison."

#### How the Wagon was broken.

"How is it John, that you bring the wagon home in such a broken condition?"

"I broke it in driving over a stump."

"Where?"

"Back in the woods, half a mile or so."

"But why did you run against a stump?—Could you not see to drive straight?"

"I did drive straight, sir, and that is the very reason why I drove over it. The stump was directly in the middle of the road."

"Why then did you not go round it?"

"Because, sir, the stump had no right to the middle of the road, and I had a right to it."

"True, John, the stump ought not to have been there. But I wonder that you were so foolish as not to consider that it was there, and that it was stronger than your wagon."

"Why, father, do you think that I am going always to yield my rights? Not I. I am determined to stand up to them, come what will!"

"But what is the use, John, of standing up for your rights, when you only get a greater wrong by so doing?"

"I shall stand up for them at all hazards!"

"Well, John, all I have to say is this; hereafter you must furnish your own wagons."

This little dialogue between John and his father recalls to our memory many a difficulty in which we have seen men involved, because they would not consider how things are, but how they ought to be.

A has given a bill to B, and A finds himself without a shilling, when the bill has but two days to run. Now what has A to do under the circumstances?

Answer.—If the bill has two days to run, A has, of course, the same time to run also—and he had better run accordingly.

GODEY is particularly fortunate in his list of contributors for March. The following song for a temperance dinner, to which ladies were invited, from the pen of OLIVER WENDELL HOLMES, M. D., we copy from the January number:—

A health to dear woman! she bids us untwine  
From the cup it encircles, the fast-clinging vine;  
But her cheek in its crystal with pleasure will glow,  
And mirror its bloom in the bright wave below.

A health to sweet woman! the days are no more  
When she watched for her lord till the revel was o'er,  
And smoothed the white pillow, and blushed when  
he came,  
As she pressed her cold lips on his forehead of flame.

Alas for the loved one! too spotless and fair  
The joys of his banquet to chasten and share;  
Her eye lost its light that his goblet might shine,  
And the rose of her cheek was dissolved in his wine.

Joy smiles in the fountain, health flows in the rills,  
As their ribbons of silver unwind from the hills;  
They breathe not the mist of the bacchanal's dream,  
But the lilies of innocence float on their stream.

Then a health and a welcome to woman once more!  
She brings us a passport that laughs at our door;  
It is written on crimson—its letters are pearls—  
It is countersigned *Nature*—so, room for the Girls.

#### Adventures with Alligators.

Having encamped one evening, when travelling in the interior, at a place called Onissaro, where alligators abound, the Indians, in cleaning the game, left the entrails of the animals on the sand beach. The scent of them attracted an unusual number of alligators to the spot. The moon shone brightly, and they were seen moving under the water by the waves occasioned on the surface. The people having retired to rest, I was reading under my tent, in the canoe, and was soon convinced that these voracious creatures were assembled in great numbers, from the strong musk smell that was given out from beneath the water. Presently one came up close to my canoe, drawing his breath, which, in the stillness of the night, sounded terrific. I started on my couch, and wishing to get a peep at the creature, drew aside the little curtain, but he had sunk; a few minutes after, I felt the canoe moving; thinking that one of the alligators had got into it I grasped a cutlass which was near me, and seeing my curtain move, I was just about to give a violent blow, when the thought flashed across my mind, Perhaps it is one of the people; I therefore asked, "Who is there?" "John," was the answer. "What do you want?" "I see," said he, "that there are 'juhuru caimanu' (that is, many alligators) around you, and am come to take care of you." Most thankful was I for not having struck the blow: and after recovering myself a little, I tried to persuade the Indian to go and lie down in his hammock, which he had slung high under some trees, but he positively refused. He sat down on a bench before the tent, with a spear between his legs, and there

he remained till break of day. After the excitement was over, I fell sound asleep, and when I awoke, found the Indian still sitting there.

Alligators abound in the Upper Essequibo, and more especially in the creeks. I have seen as many as ten, at one time, basking themselves in the sun, and swimming on the water like logs of wood. They are afraid of men, and quite harmless, provided they are left unmolested; but when bereaved of their young, they are very ferocious. Erie, who accompanied me, told me that there he lost one of his people.

The Indians, in order to see the fish, more distinctly in the dark waters of the creeks, are accustomed to climb on the trees which line their banks, from which they shoot them when passing by. One of his people, when drawing the bow, slipped off the branch, and fell into the water, when an alligator bit off his leg. He bled to death in a few minutes.

At another place, higher up the river, Erie called my attention to an amusing incident which occurred to one of his people. Falling off the tree in the manner just described, he fell upon an alligator's back. The Indian no sooner perceived what had happened, and felt that the creature was moving under him, than he placed himself in a riding position, and clapped his hands round the alligator's body. He was now dragged through the water across the creek, where the creature climbed up through the bush, by which the Indian's back was much lacerated; he returned to the creek, and dragging him through, tried to climb up on the opposite bank. This being rather steep, he was slow in effecting it; and the Indian, observing this to be a favorable moment to make his escape, threw himself backward, swimming across, saved his life. It may be easily conceived, that both the rider and his horse were equally glad of getting rid one of the other.—*Rev. J. H. Bernau's Miss. Labors in British Guiana.*

#### New York Shadow Police.

Did your readers ever hear of that department of our city police called the shadow system? I suppose not, so I'll explain it. The Chief of police has in his employ a number of trustworthy men who are acquainted with all rogues and pickpockets and burglars in the country, of foreign as well as domestic growth. Their province is to watch every steamboat and arrival; and in case any of these gentry make their appearance they are to follow and dog them, wherever they go, and to report progress two or three times a day to Mr. Matsell. One of the most skillful burglars in the United States, who in his day has picked any quantity of locks, but I believe has determined to sin no more in that way, arrived here a few days ago, from a neighboring city, in company with his counsel, a highly respectable and known member of the bar. As soon as they were espied by the shadow, they were tracked wherever they went, and the limb

of the law being looked upon as a *pal* of the burglar, was accordingly watched as close as the other.

Soon after his arrival he got shaved; the shadow followed him into the barber shop. He went to see a friend; the shadow waited outside. He went to a restaurant to dine, in company with some friends; the shadow was at another table.—He walked about town for a mile or so; the shadow was behind him. He went to the theater; the shadow was in the next seat to him. He went to his hotel and read the papers; the shadow was at his elbow, reading too. He registered his name at the hotel; the shadow looked over his shoulder. He went to bed; the shadow inquired the number of his room.

In this way he was harrassed and dogged to death for three days, at the end of which time he thought he would call on the Chief of Police in reference to the business of his client, and lo! and behold, the shadow was there too. As soon as he made himself known, of course the shadow was withdrawn, but Mr. Matsell told him that he could tell him everything which he had done since he came to the city—what he had eaten, the description of wine he took at dinner—where he visited—in fine everything connected with his movements, from morning till night. The best of the joke is, that Mr. Matsell had issued directions for his arrest the next day, and he would have been brought a prisoner to his office as sure as fate, if he had not called there.

*Philadelphia Inquirer.*

#### The Boiling Springs, Iceland.

Among the most remarkable phenomena which the surface of the earth presents to us, may be classed the boiling springs, or Geysers, of Iceland. In one part of the island, more than fifty have been counted in the space of a few acres. Of these, some are constant, and others are periodical. The most magnificent are the Great Geyser and the Strokr, which are situated about 35 miles north-west from Hecla. The Great Geyser rises from a cylindrical pipe or pit, 8 or 10 feet in diameter, and 75 feet deep. It opens into the center of a basin 4 feet deep, and between 46 and 50 feet in diameter. As soon as the basin is filled by the boiling water that rises through the tube explosions are heard, the ground trembles, and the water is thrown to the height of 100 or 150 feet, followed by large volumes of steam. After the basin is thus emptied, no further explosion takes place until it is replenished, when the same phenomena again occurs. The cold air condenses the steam into vapor, which is tossed about in dense clouds, tumbling one over another with singular rapidity, and presenting a sight of great magnificence.

The Strokr, situated about 140 yards from the Great Geyser, is a circular well a little more than 44 feet deep, with an orifice of 8 feet, which diminishes to little more than 10 inches at a depth of 27 feet. The water is seen in a state of great



agitation about 20 feet below the orifice. At variable intervals a prodigious rush of steam issues, accompanied with a roaring noise; and so great is the force with which it is emitted, that the mass of vapor rises to a height of 100, and sometimes even 200 feet. When large stones are thrown into the pit, they are shivered to pieces and thrown upward to a height often exceeding that of the columns of water or vapor.

The boiling spring of Tunquahear, in the valley of Reikholt, is remarkable for having two jets, which play alternately for about four minutes each. Some of these springs emit gas only, or gas with a small quantity of water. They are not confined to the land or fields of ice; they occur also in the sea, and many issue from the crevices in the lava bed of Lake Myvatr, and rise in jets above the surface of the water.

These singular phenomena are all ascribed to volcanic action, with the effects of which, the whole region is strongly marked. The principal Geysers, though they have been playing for upward of 600 years, are subject to very great changes. One of the springs which Mackenzie describes as exceedingly active when he visited the island in 1809, was found by Mr. Barrow to be extinct in 1834, and the surface of the neighborhood so changed, that the appearances described by older travelers could not be recognized.

#### Mrs. Pippin's Lecture.

*Mr. Pippin has purchased five barrels of Cider, and his wife gives him a lecture thereon.*

"There! Mr. Pippin; there comes your load of cider. I really hoped you would get no more cider after the last was drank. Don't you know, Pippin, how many worms they smash to the barrel? Well, I can tell you. There are just 2163 worms in an average lot of apples, sufficient for a barrel of cider! What's that? *The worm juice works off by fermentation?* Tell that to marines. Sediment works off—the bristles and skins of the little worms work off perhaps, but the juice—the *real essence* of the worms—don't work off, any more than does the juice of the apple. Ugh! I wonder you can drink such stuff. Don't it make you feel sheepish to drink cider before Jim Redeye, the poor fellow who hoes corn for you? I remember how he leered at you, and drank with an important air the stuff you poured out for him the other day. He told an old codger at the gate that squire Pippin was *no cold water man*. Yes, Pippin, they chuckled about it over their bottle, and cold victuals. Then you know, Pippin, that when Charles went to college in New Haven, you couldn't advise him not to drink in any of the 200 liquor shops there, because the boy would throw the cider in your teeth—didn't that set them on edge a little? Another thing—when the neighbors were waked up about the grogshop over on the corner, where so many boys were ruining themselves,

you couldn't join them, because you drank cider, and you was afraid the rummies would twit you of it. And you know how guilty you always feel in temperance meetings, and that you can never join heartily with the minister and others when then they talk about temperance. What do you say? *you heard the other day of a minister who drinks cider!* I don't care if you did. I don't believe that there is more than one minister in this state who drinks the nasty stuff, and I will say that a minister who drinks cider in 1849, is worse than a rum seller, in his example."

Here the good lady's voice became inaudible, by reason of the cries of the teamster, who was backing his cart up to the cellar door.

Con. Fountain.

#### Who will Import some Hungarian Cattle.

Flieschman, in his report to the Commissioner of Patents, in 1847, makes mention of a breed of large, stately cattle in Hungary, which, from his description, must be among cattle, what the children of Anak formerly were among men.—Other writers have lately corroborated his statement. As Hungary is working out her independence against the combined despots of Europe, and as some of the Yankees may possibly be over there soon, or ought to be, sympathizing with her in a practical manner, we hope they will bring over some of these stately cattle.

"Among all the horned races of Europe," says he, "there are none which, with an equally colossal frame, approach so near the speed of the horse, as do the Hungarian oxen. It is a race of cattle, which, by dint of their high, stately growth, their long horns (nearly six feet in length), their proud and bold look, their broad breast, and handsome, white color, changing slightly to blue, and lastly the beautiful proportion of all their limbs, may fairly be pronounced to be one of the most useful and handsome productions of generating nature."

Maine Farmer.

#### The Education of Idiots.

In the message of the Governor of New York, there is a recommendation to the Legislature to provide for the amelioration and improvement of idiots. While the State has made liberal provision for the care and education of the blind and mutes, it had done nothing for the improvement of the idiot. The reason is doubtless to be found in the strong impression which has prevailed, that nothing can be done for the improvement of such persons. He has, however, been taught to articulate and to talk distinctly, and to bring his passions and appetites into subjection; he has been instructed and made to read, to write, and to sing, and to exercise mechanical labor and skill in various trades. These results induce the Governor to recommend the establishment, by the Legislature, of an Asylum and School for Idiots, on such scale and terms of endowment as their wisdom shall deem best.

#### Margaret Davidson.

The following beautiful and touching lines were written by Miss Margaret Davidson, of Saratoga, a short time before her death. After she had been informed that a consultation of physicians had pronounced her case to be hopeless, and that she could not live much longer, her mother, one day, sitting by her side, took her trembling, wasted hand, and said to her in a low, half-stifled voice, "Oh Maggy! shall I never have another line penned by this dear hand?" "Yes, dearest mother," was the reply, "yes, you shall have another;" and in a day or so, she handed to her mother the following stanzas, the last she ever wrote:

Oh mother! would the power were mine  
To wake the strains thou lov'st to hear,  
And breathe each trembling new-born thought,  
Within thy fondly list'ning ear,  
As when in days of health and glee,  
My hopes and fancies wandered free!

But mother, now a shade hath passed  
Athwart my brightest visions here;  
A cloud of darkest gloom hath wrapt  
The remnant of my brief career!  
No song—no echo can I win—  
The sparkling fount hath dried within!

The torch of earthly hope burns dim,  
And fancy spreads her wing no more;  
But oh, how vain and trivial seem  
The pleasures that I prized before.  
My soul, with trembling steps and slow,  
Is struggling on thro' doubt and strife;  
Oh! may it prove as time rolls on,  
The pathway to eternal life!  
Then when my cares and fears are o'er,  
I'll sing thee as in "days of yore."

I said that hope had passed from earth—  
'Twas but to fold her wings in heaven,  
To whisper of the soul's new birth,  
Of sinners saved and sins forgiven;  
When mine are washed in tears away,  
Then shall my spirit swell my lay.

When God shall guide my soul above  
With the soft cords of heavenly love,  
When the vain cares of earth depart,  
And tuneful voices swell my heart,  
Then shall each word, each note I raise,  
Burst forth in pealing hymns of Praise,  
And all—not offered at His shrine,  
Dear mother—I will place on thine!

#### Pay your Debts.

1. If you wish to secure the reputation of being an honest man, *pay your debts*.
2. If you would avoid bringing disgrace upon the religious society you belong to, *pay your debts*.
3. If you are anxious to get a good article, and be charged the lowest price for your goods, never delay to *pay your debts*.
4. If you wish to obtain such credit as your business may require, be sure to *pay your debts*.
5. If you would remain on terms of friendship with those you trade with, *pay your debts*.
6. If you would avoid embarrassing others

who are depending upon the settlement of your account, *pay your debts*.

7. If you wish to prevent mistakes and litigation, keep your accounts well adjusted, and *pay your debts*.

8. If you wish to aid in the circulation of money, never let cash remain by you, but *pay your debts*.

9. If you would do to others as you wish them to do to you, you ought to *pay your debts*.

10. If you wish to stand clear of the charge of lying, and making false excuses, *pay your debts*.

11. If you desire to pursue your business with peace of mind, *pay your debts*.

12. If, in the expectation of death, you would like to have your affairs in a satisfactory condition, *pay your debts*.

13. If you wish to do what is right in the sight of God and man, you must *pay your debts*.

14. Should your debts be ever so old, or should you have "taken the benefit of the Act," if you have the means, you are not a just man unless you *pay your debts*.

To enable you to *pay*, adopt the following advice:

Let your food, living, and equipage, be plain and not costly; avoid expensive clothing; abstain from wine and all intoxicating liquor, and never keep it in your house; do not sink your capital by purchasing plate or splendid furniture; have as few parties as possible; be careful as to speculations, and never extend your trade beyond your means; never aspire to be shareholders in banks, railways, etc.; have as few men about you as is convenient, and none of a suspicious character; be determined to refuse all offers of partnership; be careful as to lending money, or being bound with others; avoid all law suits; keep your books posted, and look well to the accounts of your customers; bring up your family to economy and industry. If you observe these things, you will always be able, with good fortune, to *pay your debts*.

Have you read the above? Don't fail. The non-fulfillment of contracts is the curse of the land—the curse of the Church.

#### Advice to Boys.

Be brisk, energetic, and prompt. The world is full of boys, and men too, who drawl through life, and decide on nothing for themselves, but just draggle one leg after the other, and let things take their own way. Such people are the dull stuff of the earth. They hardly deserve as much credit as the wooden trees, for the trees do all they can, in merely growing, and bearing only leaves and seeds. But these poor, drawling, draggling boys do not turn their capacities to profit half as far as they might be turned: they are unprofitable, like a rainy day in harvest time.

Now the brisk, energetic boy will be continually awake, not merely with his bodily eyes,

but with his mind, and attention during the hours of business. After he learns what he has to do, he will take a pride in doing it punctually and well, and would be ashamed to be told what he ought to do without telling. The drawling boy loses in five minutes the most important advice; the prompt, wide-awake boy never has to be taught twice, but strains hard to make himself up to the mark, as far as possible, out of his own energies.—Third-rate boys are always depending on others; but first-rate boys depend upon themselves, and after a little teaching, just enough to know what is to be done, they ask no further favors of anybody. Besides, it is a glorious thing for a boy to get this noble way of self-reliance, activity, and energy.

#### The Wariness of Deer.

The deer is the most acute animal we possess, and adopts the most sagacious plans for the preservation of its life. When it lies, satisfied that the wind will convey to it an intimation of the approach of its pursuer, it gazes in another direction. If there are any wild birds, such as crows or ravens, in its vicinity, it keeps its eye intently fixed on them, convinced that they will give it a timely alarm. It selects its cover with the greatest caution, and invariably chooses an eminence from which it can have a view around. It recognizes individuals, and permits the shepherds to approach it. The stags at Tornapress will suffer the boy to go within twenty yards of them, but if I attempt to encroach upon them, they are off at once. A poor man who carries peats in a creel on his back here, may go "cheek-for-jowl" with them; I put on his pannier the other day, and attempted to advance, and immediately they sprung away like antelopes. An eminent deerstalker told me the other day of a plan one of his keepers adopted to kill a very wary stag. This animal had been known for years, and occupied part of a plain from which it could perceive the smallest object at the distance of a mile. The keeper cut a thick bush, which he carried before him as he crept, and commenced stalking at eight in the morning; but so gradually did he move forward that it was five P.M. before he stood in triumph with his foot on the breast of the antlered king. "I never felt so much for an inferior creature," said the gentleman, "as I did for this deer. When I came up it was panting life away, with its large blue eyes firmly fixed on its slayer. You would have thought, sir, that it was accusing itself of simplicity in having been so easily betrayed."—*Intercessor Courier*.

#### The last Catechism in Geography.

Master—Where is Long Island? Boy—In the Ocean. Master—Describe its boundaries. Boy—It is bounded on the north by a Sound, on the east by Montauk Point, west by Coney Island, and south by all out doors. Master—What are its staple productions? Boy—Eels, clams, moss bunkers, and pine wood. Master—Describe the

face of the country. Boy—Although not mountainous, it is agreeably diversified with hill and dale. The dales being generally pine barrens and the hills a range of sand hillocks on the southern coast; which are very agreeable to those who like them. Master—What is the population of that Island? Boy—A mixed mess. M. What is the character of the people on the south side? Boy—They have none. Master—What is their principal occupation? Boy—Catching clams, eels, and seaweed? Master—What is their opinion of railroads? Boy—That they are a nuisance, and ought to be abated; legally, if possible, but abated at any rate. Master—Are the people in a refined state of civilization? Boy—Far from it. They don't know the meaning of the word. Master—Are they temperance people? Boy—No, sir-EE. How do they treat strangers who come among them? Boy—After the Bible precept; they "take them in." Master—Is not this answer libelous? Boy—No. For when city denizens wander away from their own latitudes, to visit these benighted regions in search of game, they are themselves considered fair game, and are straightway made game of. They are winged and their purses are bagged. Master—You speak of game. Is there game on this island? Boy—There *are*. Master—Of what kinds? Boy—All the varieties of long-billed birds, including ox-eyes and sand snipe, as well as wild ducks and tame geese, the last mentioned being perhaps the most numerous. Master—What are meant by "decoy ducks" and "stools"? Boy—Certain wooden-headed bipeds, without brains, of seeming life, that are put forward to allure and entrap other bipeds into peril and disaster. Master—What are the highest elevations on the island? Boy—Shinnecock Hills, which are inhabited by a race of Indians—except that the race is extinct—all but one, and he is only a three quarter blood; the rest being degenerate sons and daughters of a once noble race. Master—What is there inviting for a summer residence on the south side? Boy—Surf bathing, which is magnificent beyond parallel. Master—Name the principal cities. Boy—Fire-Place, Quogue, Speonk, Ketchebonnock and East Brooklyn. Master—Why do they call those places cities? Boy—I use the word in its modern acceptation. A city is an imaginary sketch on paper, which is to be a reality in future, if it is ever built up. Master—Pray, what is Long Island? Boy—The fog end of Creation. Master—Next class recite.—*Knickerbocker*.

#### Rattlesnakes.

It has been stated that the leaves, or limbs, of white-ash exercise a peculiar influence on the rattlesnake. The following recent letter from the pen of Judge Woodruff, of Arkansas, gives his observations and testimony on the subject:

Sometime in the month of August last, I went with Mr. T. Kirtland and Dr. C. Hutton, then residing at Portland, to the Mahoning, for the



purpose of shooting deer, at a place where they were in the habit of coming to the river to feed, on the moss attached to the stones in shoal water. We took our watch station on an elevated part of the bank, fifteen to twenty yards from the edge of the water. About an hour after we had commenced our watch, instead of a deer, we discovered a rattlesnake, which, as it appeared, had left his den in the rocks beneath us, and was advancing across a smooth, narrow beach toward the water. It occurred to me that an opportunity now offered to try the virtue of the white-ash leaves. Requesting the gentlemen to keep, in my absence, a watch over our object, I went immediately in search of the leaves; and on a piece of low ground, thirty or forty rods back from the river, I soon found, and, by the aid of my hunting-knife, procured a small white-ash sapling, eight or ten feet in length, and with this *wand* returned to the scene of action. In order to cut off a retreat to his den, I approached the snake in his rear.

As soon as I came to within seven or eight feet of him, he quickly threw his body into a coil, elevated his head eight or ten inches, brandishing his tongue, "gave note of preparation" for combat. I first presented the white-ash, placing the leaves upon his body. He instantly dropped his head to the ground, unfolded his coil, rolled over upon his back, writhed and twisted his whole body in every form but that of a coil, and appeared to be in great anguish. Satisfied with the trial thus far made, I laid by the white-ash. The rattlesnake immediately righted and placed himself in the menacing attitude as before described. I now presented him the sugar-maple. He lanced in a moment, striking his head into a tuft of leaves, "with all the malice of the fiends;" and the moment coiled and lanced again, darting his whole length at each effort, with the swiftness of an arrow. After repeating this several times, I again changed his *fare*, and presented him with the white-ash. He immediately *doused his peak*, stretching himself on his back in the same manner as at the first application. It was then proposed to try what effect might be produced upon his temper by a little flogging with the white-ash. This was administered; but, instead of arousing him to resentment, it served only to increase his troubles. As the flogging grew more severe, the snake frequently struck his head as far into the sand as he could thrust it, seeming desirous to bore his way into the earth, and rid himself of his unwelcome visitors.

Being now convinced that the experiment was a satisfactory one, and fairly conducted on both sides, we deemed it unnecessary to take his life after he had contributed so much to gratify our curiosity, and so we took our leave of the rattlesnake, with feelings as friendly, at least, as those with which we commenced our acquaintance with him, and left him to return at leisure to his "den."

#### The Gentleman.

*Extract from Bp. Duane's Address at Burlington College.*

When you have found a man, you have not far to go, to find a gentleman. You cannot make a gold ring out of brass. You cannot change a Cape May crystal to a diamond. You cannot make a gentleman, till you have first a man. To be a gentleman, it will not be sufficient to have had a grandfather. To be a gentleman, does not depend upon the tailor or toilette. Blood will degenerate. Good clothes are not good habits.

A gentleman is just a *gentle* man; no more, no less; a diamond polished, that was first a diamond in the rough. A gentleman is gentle. A gentleman is modest. A gentleman is courteous. A gentleman is generous. A gentleman is slow to take offense, being one that never gives it. A gentleman is slow to surmise evil. A gentleman goes armed only in consciousness of right. A gentleman subjects his appetites. A gentleman refines his taste. A gentleman subdues his feelings. A gentleman controls his speech. A gentleman deems every other better than himself.

#### Interesting Incident.

Thomas P. Hunt and John Hawkins met lately, for the first time, at a public meeting in Faneuil Hall. As Mr. Hunt took the stand, Hawkins stepped out and said: "Mr. President,—I have a pledge to fulfill at this moment. Some fifteen years ago, while in a state of intoxication in the city of Philadelphia, rambling about, I heard the voice of a man speaking in the open air, with a crowd around him. I pressed through the crowd, and found he was talking in favor of temperance; when I staggered up to him, says I—'Mr. you're a—old fool.' When I became a sober man, I resolved, the first chance I got, to apologize to him, and this is it; and now, old man," said he, grasping Mr. Hunt's hand, "I ask your pardon, for you are the man." The audience made old Faneuil ring again, while they were congratulating one another on the change which had taken place.

#### Perseverance Conquers all Things.

In a speech of the Hon. Henry Clay, at the exhibition of the National Law School at Ballston Spa, he said:

"Constant, persevering application will accomplish everything. To this quality, if I may be allowed to speak of myself, more than anything else, do I owe the little success which I have attained. Left in early life to work my way alone, without friends or pecuniary resources, and with no other than a common education, I saw that the pathway before me was long, steep, and rugged, and that the height upon which I had ventured to fix the eye of my ambition, could be reached only by toil the most severe, and a purpose the most indomitable. But shrinking from no labor, disheartened by no obstacles, I struggled on. No opportunity, which the most watchful vigilance

could secure, to exercise my powers, was permitted to pass by unimproved.

#### Artifices of Insects.

The spider, the dermestes, and many insects of the beetle kind, exhibit an instinct of a very uncommon nature. When put in terror by a touch of the finger, the spider runs off with great swiftness; but if he finds that, whatever direction he takes, he is opposed by another finger, he then seems to despair of being able to escape, contracts his limbs and body, lies perfectly motionless, and counterfeits every symptom of death. In this situation, I have pierced spiders with pins and torn them to pieces, without their discovering the smallest mark of pain. This simulation of death has been ascribed to a strong convulsion, or stupor, occasioned by terror. But the solution of this phenomenon is erroneous. I have repeatedly tried the experiment, and uniformly found, that, if the object of terror be removed, in a few seconds the animal runs off with great activity. Some beetles, when counterfeiting death, suffer themselves to be gradually roasted, without moving a single joint.—*Smellie's Philosophy.*

#### Formation of Dew.

Our countryman, Dr. Wells, of South Carolina, was the first man to explain the beautiful theory of the formation of dew. It is like the collection of vapor on a pitcher of cold water on a hot day; of the breath on a window glass in a hot room in cold weather. The diffusion of heat is upon the principle of what may be termed "give and take." The human body is sending off heat as truly as a coal fire; and a living plant as truly as either; but of course in a lesser degree. If the plant receive heat from another body equal to that it throws off, it maintains its warmth; clouds even reflect back heat; hence there is no dew in cloudy nights. Absence of dew is therefore said to portend a storm. It only indicates the presence of clouds. But if the heat of plants is sent into space, as it is when the sky is clear, they become cooled, and dew gathers on them. Dew never gathers on the bodies of man or animals, and it is not strictly correct to say that the dew is inhaled. What we inhale of a damp evening, is water in the shape of vapor; dew is water in the shape of vapor. The dewdrop on the petal of the lily or the rose, is the tear of maiden innocence weeping in unrequited love.

**STATISTICS OF BOSTON.**—The Mayor of Boston, on Monday, submitted the annual statement of the affairs in that city, from which we gather the following interesting facts: The population of Boston is 140,080 persons, its assessed property valuation \$174,000,000. There are sustained at public charge 497 schools, with 20,000 pupils, to which during the past year \$334,114 were paid for the tuition and necessary expenses. Two thousand other children are at private schools.

# THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL.

CINCINNATI, MARCH 1, 1850.

## Memorial of the State Teachers' Association.

To the Hon. the General Assembly of the State of Ohio :

The undersigned having been appointed by the Ohio State Teachers' Association, a committee to present to the Legislature a memorial praying for the enactment of a law providing for a general supervision of the common schools of the state, beg leave respectfully to represent,

1. That the great deficiency in the educational system of the state, is the want of an efficient general supervision of the administration of the existing school system.

2. That the objects which should be accomplished by such a supervision, in addition to the publication of an annual report, embodying such facts and statistics as the superintendent now reports, are, first, the publication of a state educational paper which should reach every teacher and every school district in the state; second, the holding of a teachers' institute, for at least one week, in every county; third, the delivery of popular lectures on the subject of education, in all the county seats and as many as possible of the larger towns and villages; fourth, the examination of teachers by some uniform and efficient mode, which shall secure a higher order of qualifications, and incite them to greater efforts for personal and professional improvement; and fifth, the visitation of as many towns as possible for the purpose of collecting facts and statistics in regard to the present condition of the schools and the working of the school system.

3. That in order to secure such a supervision, it is believed that a board, consisting of one state and four district superintendents, is needed.

4. That while it is not expected that the present legislature will modify, to any considerable extent, the existing school laws, it is deemed of the highest importance that such a supervision be secured during the present year, that the real condition of the schools, the defects of the school system and the remedies for those defects, may be known as fully as possible, for the benefit of a future legislature, on which will devolve the revision of the school laws and the preparation of a school system for the state, under the new constitution.

Therefore, in behalf of the State Teachers' Association, the undersigned respectfully pray your honorable body, to enact a law providing for such a supervision as your wisdom may deem desirable; and the committee, or any member thereof, will cheerfully furnish any further information in regard to the views of the association they represent, to the committee on schools in either house of the general assembly, should such information be desired.

Respectfully submitted,  
A. D. LORD,  
H. H. BARNEY,  
M. G. WILLIAMS. } Committee.

The subject of the foregoing memorial is one of the highest importance to the interests of education, in our state at the present time. In regard to the necessity of an intelligent supervision by a competent agency, in order to the successful prosecution of any enterprise, in which a large number of persons is employed, there can be, among the well-informed, but one opinion. The economy, as well as the propriety, of the plan has been tested, in every branch of manufacture and the arts; the utility of the same plan, in the promotion of the cause of education, has been fully proved in all the New England States, and, in nearly all the states of the Union which have a well-organized system of common schools. Of the desirableness and importance of having at least one person whose whole time and attention should be given to the supervision of our common schools, taught in some ten or twelve thousand districts, by ten or twelve thousand different persons, at an annual expense to the state of nearly \$300,000, it would seem that there could be no question, in any reflecting mind.

But, if only a single individual were appointed, it will be readily seen, that his time must be spent mostly in his office at the capital, and while he might be the means of doing much for the improvement of the

schools, by correspondence, by conducting a paper which should circulate in every district; still he could not accomplish many of the objects contemplated in the above Memorial.

The importance of appointing the District Superintendents above named, will appear from the following considerations; first, there are a large number of counties in the state, in which there is already so much interest, in the cause of education, that Teachers' Institutes could be attended once or twice in the year, provided suitable persons could be secured to take charge of them; but, at the present time, nearly all the Teachers, of suitable attainments, and of experience, in conducting institutes, are located as professional teachers, in charge of schools which require their whole time, so that it has been impossible, of late, to secure competent persons to conduct these schools, in many of the counties where they might have been attended; hence a much less number of them has been held during 1849, than in any one of the three preceding years. Now, could four competent district superintendents be appointed, and the territory of the state be divided between them, it will be seen, that each could attend a Teachers' Institute, in each of the twenty-one or twenty-two counties of his district, beside attending to the examination of teachers, holding conventions, and discharging all the other duties of his office.

Second. Unless some such plan can be adopted, the interest already awakened, in a large part of the state, and which promises such beneficial results, must inevitably diminish, and the teachers of the great mass of the district schools be left without the strong incentive to personal improvement, furnished by frequent conventions, and especially, by institutes conducted by teachers of large experience and superior attainments. To this should be added, that the improved systems of public schools which have been, and are to be established, in so large a number of towns and villages, are calling the best teachers from all the surrounding country districts; thus removing from the less enterprising and efficient teachers in their vicinity, the stimulus of their example and influence.

Third. In many parts of the state the apathy and indifference, in regard to schools is such, that neither the improvement of the general school system, the dissemination of intelligence, nor any thing except the visits and lectures of an active, intelligent, and efficient agent devoted to his work, and prepared to arouse all with whom he comes in contact, to a sense of its importance, can be expected to produce that state of public sentiment which is indispensable to the success of common schools.

In regard to the expense of such a system of supervision, if the plan proposed by the State Teachers' Association be adopted, it will cost the people, those who sustain the schools, nothing; but should any other plan be determined upon, the expense will not probably exceed six or eight thousand dollars, a sum so small in comparison with the whole expenditure for schools, that it could not be an objection to the adoption of the system, provided there is even a probability that the schools of the state may be benefitted, by securing such a supervision.

THE TEACHER'S ADVOCATE AND JOURNAL OF EDUCATION.—This is one of the very best of our exchanges. It is the "Organ of the N. Y. State Teacher's Association," and is conducted with much spirit and ability. If teachers desire a periodical which enters heart and hand into the scenes of their labor and trial, let them obtain this. It contains sixteen pages—is published semi-monthly, and may be secured by sending a polite note, inclosing \$1.00, to Joseph McKeenan & E. P. Allen.

☞ Kentucky is soon to establish a system of Common Schools.

## Union Schools.

A judicious system of public schools is an essential agent of civilization, and especially of that modern republican civilization, which aims at the greatest good to the greatest number; and, it is almost the only means by which her rich and varied blessings can be preserved and perpetuated; because, it is only under the guiding of knowledge, that man's intellectual powers can be duly developed and wisely applied, and himself prepared to share the fruits of this improved civilization. To withhold, then, from the children of this republic, that intellectual and moral training which would give them the full command of every faculty, both of body and mind, which would call into play their powers of observation and reflection, and give them objects of pursuit and habits of conduct favorable to their own happiness, would be to deny them access to a large proportion of the best and noblest influences which are supplied by Christianity, by Science, and the Arts.

Every child in the land has, therefore, the most undoubted right to demand at the hands of government the establishment and maintenance of such a system of schools, as would give him a place where his mental and bodily powers, his manners and morals, could be trained up to a healthful, vigorous, and graceful activity, and the foundation be laid to make him a thinking, reasonable being, an enlightened, virtuous citizen. And, it is the duty, as well as the noblest privilege of the Legislature, to establish a system of public schools on such a broad and liberal foundation, that the same advantages, without being abridged or denied to the children of the rich, shall be open, at the same time, to the worthy children of the poorest parent.

Select, or private schools, on account of their expense, are accessible only to the children of the more wealthy, and must, on that account, encourage invidious distinctions between the rich and the poor, which are misplaced everywhere, and especially in our own country; because, destined as all are, to meet on the broad field of competition, and, at the same time, to labor together for the common weal, it is unwise to separate them in early life, and to make our schools, which ought to be so many bonds of union, the occasions of jealousy, misunderstanding, and inequality of privileges.

The peculiar advantages which "Union Schools" possess over the ordinary common school, as well as over a large majority of select, or private high schools, are the following:

1. By embracing a larger extent of territory the pecuniary strength of each school district is increased, thereby enabling the inhabitants to procure a larger and more agreeable site for a house, and to erect thereon an edifice, larger in dimensions, more attractive in external appearance, more convenient and pleasing in its internal finish and arrangements, and surrounded with play grounds more tastefully adorned with shade trees. And every experienced teacher will attest how much these matters contribute to physical, moral, and intellectual development, as well as to the formation of habits of taste, neatness, order, and a hundred other valuable habits, which go to make up a good character.

2. A reduction of the number of school districts, would reduce the number of teachers in demand, enable the people to enhance their compensation, without adding to their own burdens, and thus increase the facilities of procuring good teachers, in a two-fold ratio. Surely, it is a great desideratum, for every "Union School"—indeed, every school—to possess the ability to employ, as principal teacher, an individual possessing such fair scientific attainments, large experience, and enlightened views, as would enable him to introduce a proper system of discipline, classify his pupils in a judicious manner, supervise with discretion and skill, the subordinate teachers, and so direct the exercises and studies in the lower departments, as to prevent the ne-



cessity of the higher department having to undo or do over again, the work appropriate to them.

3. "Union Schools" afford greater facilities for the introduction of a judicious course of study, and secure a stricter adherence to it, than other schools. They increase the chances for a selection of good text books, the adoption of improved methods in imparting instruction, and for the purchase of a suitable library and philosophical apparatus.

#### Monotony—An Exercise.

Monotony is a choke damp to anything that can be called good reading. It would be something like a faint illustration of its baneful influence, were some stupid bungler to take a one-stringed fiddle, and without varying the tone in the least, keep up a continuous scrape—at the same time calling out the words of "Sweet Home," or "When I am Gone," or "Hail Columbia," or any other piece of delicate and various sentiment. Every man perceives how utterly incongruous and absurd it would be, for some zealous singer of nasal strength, with a voice sharp as that of a cracked flute, and uniform as the ocean's level, to assist in singing "Old Hundred," or "Hamburg," or "A Life on the Ocean's Wave;" and yet how many thousand of performances as incongruous and ridiculous, are taking place at this moment, among the readers in the schools of our land. Amid the thousand and one emotions and feelings of hate, surprise, joy, sorrow, terror, love, reverence, pride, scorn, despair, agony, remorse, etc., which spring native from the soul, there is not a single one which does not find a peculiar and intended channel of expression in the human voice. To express these properly, the voice is susceptible of a thousand variations, and to acquire the power of making these variations at will, ought to be one object in teaching to read. We have always had pupils who seemed unable, at pleasure, to make the most elementary changes in inflection. We have partially succeeded in remedying this defect by assigning to the class columns of words in the speller; and, in succession, requiring one pupil to pronounce a word with the intense rising slide, and the next with the intense falling slide. The exercise may be varied by giving to the different syllables of long words the two slides in alternation. It has been found a valuable preliminary exercise to reading, to require the pupils to alternate the two slides, in pronouncing the successive words of the lesson to be read.

#### The Phonetic Magazine.

This pioneer is a monthly of twenty-four pages, edited at Cincinnati, Ohio, by Elias Longley. Price \$1.00 per annum. The reform which this paper advocates is to change the incoherent and barbarous spelling of our language, and substitute one simple and consistent with itself. It is well known that our language has more than a dozen different letters and combinations of letters to represent the same sound, and that more than a dozen different sounds are represented by the same letter or combination of letters. Spelling affords scarcely any clue to the pronunciation, and pronunciation returns the compliment. The result is, that the young aspirant after knowledge, is put to the toilsome and discouraging task of spelling forty thousand words very differently from what their pronunciation indicates, and pronouncing them very differently from what their spelling indicates. It is a clap trap game which most human beings become sick of, as soon as they leave school; and disliking to tie a dictionary to their girdle to jog their reluctant memories, turn a sly glance at their mother tongue and slip to the rear. Foreigners, we believe, generally give up the labor of acquiring the language, as soon as they can say *money, meat, sleep, and clothes*.

The change proposed is simply to bind a single character and a single sound indissolubly together, so that when the child has learned the alphabet, he may be ready

to read and correctly pronounce any easy reading. The change requires an addition of only fourteen or fifteen letters to our present alphabet. The conviction strikes every examiner, that the reformation must take place ere long. The age is fast getting ready, for the million demand it. In this war, teachers should be in the van.

☞ The Report of the schools in Pennsylvania, for the year ending June 1st, 1849, gives \$619,019 36, expended for school purposes, 400,000 pupils—average salary of male teachers \$17.47 per month—of female teachers, \$10.32 per month. The Superintendent makes many complaints of abuse in use of public money; but on the whole, speaks encouragingly.

☞ Boston expends more money for educational purposes, than all England. It is thought, by some, that Philadelphia spends more than Boston.

#### V For the School Friend. On Teaching Arithmetic.—No. 26.

BY JOSEPH RAY, M. D.

Professor of Mathematics in Woodward College.

#### DIVISION OF FRACTIONS.

Like multiplication of fractions, this is a subject frequently not well understood, owing to the obscure manner in which it is treated in many of the text books. To render the subject of easy comprehension by the pupil, it should be divided into three cases:

1. To divide a fraction by a whole number.
2. To divide a whole number by a fraction.
3. To divide a fraction by a fraction.

Although I regard this division of the subject as the one which should always be presented to pupils, and have so treated the subject in my Arithmetic (Ray's Arith., part 3, revised ed.), yet I propose here to show, how all the different cases may be embraced under a single rule derived from one elementary principle. This principle is the following: *The divisor and dividend must always be of the same denomination.*

That is, if the divisor is *fourths*, the dividend must be *fourths*, and conversely; if the divisor is *thirds*, and the dividend *fourths*, they must both be reduced to *twelfths*, or some other denomination (common denominator) which is common to both.

When the divisor and dividend are both expressed in the same denomination, the division is performed on the same principles as in whole numbers; thus we find how often 2 *thirds* is contained in 8 *thirds*, in the same manner that we find how often 2 *cents* is contained in 8 *cents*.

1. Let it be required to find the quotient of  $\frac{2}{3}$  divided by 2.

By reducing 2 to fifths, we find it is 10-fifths. The question then is, to find how often 10 *fifths* is contained in 3 *fifths*, which is evidently, as often as 10 is contained in 3, that is  $\frac{3}{10}$  times.

2. Let it be required to divide 4 by  $\frac{3}{4}$ .

By reducing 4 to thirds, we find it is 12 thirds. The question then is, to find how often 2 *thirds* is contained in 12 *thirds*, which is evidently as often as 2 is contained in 12, that is 6 times.

3. Let it be required to find the quotient of  $\frac{3}{4}$  divided by  $\frac{1}{2}$ .

By reducing these fractions to a common denominator, we find the first is  $\frac{3}{8}$ , and the second  $\frac{4}{8}$ . The question then is, to find how often 3 *twelfths* is contained in 8 *twelfths*, which is evidently as often as 3 is contained in 8, that is, 2  $\frac{2}{3}$  times.

These three examples embrace every case; and from their solution we evidently have the following

#### GENERAL RULE FOR THE DIVISION OF FRACTIONS.

*Reduce both divisor and dividend to a common denominator, and divide the numerator of the dividend by the numerator of the divisor.*

It may be said that this rule requires more words to express it, and also more work in the operation, than the rule which directs to invert the divisor, and proceed as in multiplication of fractions. Admitting this to be true, yet the rule here given, has the advantage of presenting, in its operation, the principle on which it is founded; while the other, to many of those who use it, is perfectly mechanical in its operation, although it is really derived from the same principle as that given above.

The reduction of Complex to Simple fractions, is really nothing more than the division of one fractional quantity by another. The reduction of fractional compound numbers from one denomination to another, is performed on the same general principles as in whole numbers, and is not deemed worthy of a more special notice in these articles.

For the School Friend.

#### A New Interest Rule.

MESSRS. EDITORS:—As objections have been urged against the various rules for settling "bonds notes, etc., on which partial payments have been made," and as I have nowhere seen or heard of the following, I submit it for the investigation of your readers, as presenting the only method, which, "true to the principles of simple interest," does "equal justice to both borrower and lender."

#### RULE.

Find such a principal as would, at simple interest, amount to each payment, reckoning from the date of the note, to the date of the payment. Subtract the sum of the several principals thus found, from the original principal, and find the amount of the remainder at simple interest, reckoning from the date of the note to the time of settlement, which will be the balance due.

The rule supposes each payment to be an amount, canceling, in part, both principal and interest, and settles a single note with several payments, just as custom settles a single debt, for which several notes are given, and paid, with their interest, as they become due. I need not, therefore, illustrate by any example.

Yours,

J. M. E.

Cincinnati, February 3, 1850.

**False Collocation.**

A placing of words and phrases in a wrong position in the sentence—which frequently renders it ludicrously absurd—is a very common error, and should be studiously avoided; observing that the adjective (and when there are two or more, that of the most distinguishing quality,) should be placed as near as practicable to the noun it qualifies; and every clause, member, or part of a sentence, in immediate connection with the phrase or passage to which it more especially relates.

**EXAMPLES.**

Thick men's boots      *men's thick boots.*  
 Black ladies' gloves      *ladies' black gloves.*  
 Red children's shoes      *children's red shoes.*  
 A new set of blinds      *a set of new blinds.*  
 A new pair of shears      *a pair of new shears.*  
 An old venerable man      *a venerable old man.*  
 A young tall man      *a tall young man.*  
 A young beautiful lady      *a beautiful young lady.*  
 A fine orchard of fruit      *an orchard of fine fruit.*

**INSTANCES OF ACTUAL OCCURRENCE.****Notice in a steamboat.**

"Gentlemen are *not requested* to enter the Ladies' Cabin without permission."

**Advertisement.**

"Wanted immediately, a man to take care of a pair of horses of *temperate and industrious habits.*"

**Caption to a Poem.**

"The following lines were written by one, who, for more than ten years was confined in the Penitentiary for his *own diversion.*"

**Report of a School Committee.**

"The committee would further suggest some change in the internal arrangement of the building, as a large number of seats have long been occupied by the scholars *that have no backs.*"

**Hurd's Grammatical Corrector.****Educational.**

In Massachusetts the appropriations for the purpose of education in the year 1837 were less than \$400,000—in the year 1847 they were \$749,944.5. During this time the population increased about 20 per cent., while the appropriations of money for schools advanced about 100 per cent.

In Virginia twelve counties have adopted the free school system, where the children of the poorest and wealthiest parents are classed and associated together, with very little of that invidious feeling and conduct which generally characterizes the intercourse of the extremes of society.

In Pennsylvania, since the passage of the School Act of 1834, \$3,000,000 have been appropriated by the State, and \$5,000,000 are raised by the people, for school purposes. In the year 1835 there were 762 schools, 32,544 scholars, and no public expenditures. In the year 1848

there were 7,845 schools, 360,605 scholars, and public appropriations to the amount of \$505,505 97.

In New Jersey, in 1845, there were reported 991 districts, \$54,632 raised for schools, and 41,753 scholars—in 1841, there were reported 1,445 districts, \$100,767 expended, and 66,306 scholars.

New York has a common school fund of \$6,450,431—has more than 700,000 children in her schools, and nearly 1,500,000 volumes in her district libraries.

In Ohio there is an increased interest felt in the cause of education, and common school system is being made more efficient.

In Indiana, the people at their last election voted for taxation to support her schools and will not have less than \$500,000 hereafter for the annual school fund, an amount far in advance of any other Western State.

In Michigan, the number of youth in the State in 1848 was 117,952, and the number in attendance upon schools was 98,044, which was an increase of 10,000 over previous years.

In Wisconsin, the number of acres in the school districts is 1,408,000 to which add the 500,000 acres ceded by Congress for school purposes will make near 2,000,000 acres in this State for a permanent school capital.

In Louisiana, at the late session of the legislature, \$550,000 were appropriated for common schools.

Each new State, by the liberality of Congress is provided with about one million and a half of acres for school purposes.

The statistics of crime in the various States named show, that with the increase of education crime diminishes. What an important consideration is this to extend universally the blessings of education.

In many of the States the poor children are sought out of the lanes and alleys, and placed in the common schools. The truth that the welfare, the happiness and the safety of the State depends upon education, is fast becoming self-evident. Upon this position devolves another truth, that every child has a right to a good education, without reference to the condition of its parents, and the State is bound to see that this right is maintained.

**Statistics of New York Schools.**

From the message of the Governor of New York, recently delivered, it appears that on the first day of July last, there were 11,191 organized school districts in that State; being an increase of 570 over the number reported last year; and the number of children taught in the common schools during the year, was 778,309 being an increase of 2,586 over the proceeding year.

There are 1896 unincorporated and private schools in the State, comprising 72,785 pupils. The aggregate amount of public money received

by the several Common Schools districts, from all sources, during the year, was \$846,710 46. Of this sum, \$625,456 69 were apportioned for the payment of teachers' wages, in addition to which \$489,696 63 were raised for the same object by other means, making an aggregate of \$1,143,401 16 expended for the wages of teachers during the year.

The message states that the whole number of volumes in the School District Libraries, is 1,409,154. More than seventy thousand volumes have been purchased during the year, and \$93,104 82 have been expended for District Libraries and school apparatus.

Of the schools before mentioned, thirty-five are for colored children, in which upward of 4000 children have been taught, at an expense of \$5,016 57.

The message estimates the condition on the 30th of September last, of the three funds whose revenues are applied to the purpose of education, as follows:

Common School Fund, capital, \$2,243,563 36; revenue, \$284,963 76; payments, \$244,407 14; Literature Fund, capital, \$265,906 78; revenue, \$42,086 96; payments, \$43,436 64. U. States Deposit Fund, capital, \$4,014,420 71; revenue, \$256,934 93; payments, \$264,602 58.

The Governor recommends that the project of an Agricultural College be encouraged.

**A Distiller Hooked.**

A Washingtonian in Pennsylvania says: "I went to see a distiller and offered him the pledge to sign. 'No, sir,' said he, 'I manufacture the article, and do you suppose I would sign? I'll tell you what I'll do,' said he; 'I have a son, and I should be right glad if you could get him to sign; and you may tell him if he will, there are five hundred dollars in the hands of Mr. Taylor, and the home farm, and he shall have them both if he signs it.' Like many a father he was willing to give anything but the influence of example. So off I went in search of the son. I told him what his father said. 'Well, now,' said he, 'how can you expect me to trot, when daddy and mammy both paces!' I turned round, and went right off after the old man. 'Now,' said I, 'what do you say to that?' 'Well, sir,' said he, 'I pledge you my word I never saw it in that light before; and I never will drink or manufacture another drop as long as I live;' and he put his name down on the spot. I took the pledge to the young man with his father's name to it, and he signed it directly."

**Honorable Satisfaction.**

One of the best challenges to the field, to fight a duel, that we ever heard of, was made by a truly honorable gentleman, the late William Lincoln, of Worcester, who, after an editorial controversy with a brother editor, in which he came off with flying colors, magnanimously offered to his opponent honorable satisfaction in



the field; the weapons to be hoes, each party to dig one acre of potatoes, and he whose work was done best, and in the shortest time, to be declared the victor.—Should the challenge to mortal potato digging be accepted, he would transmit the size of his hoe by a friend, who would arrange the preliminaries for the settlement of all difficulties. No bad results could arise from such a duel.

*Boston Journal.*

**WORKING MEN SHOULD STUDY POLITICS.**—I respectfully counsel those whom I address (the working men of America), I counsel you to labor for a clear understanding of the subjects which agitate the community—to make them your study instead of wasting your leisure in vague, passionate talk about them. The time thrown away by the mass of the people on the rumors of the day, might, if better spent, give them a good acquaintance with the constitution, laws, history, and interests of their country, and thus establish them on those great principles by which particular measures are to be determined. In proportion as the people thus improve themselves, they will cease to be the tools of designing politicians. Their intelligence, not their passions and jealousies, will be addressed by those who seek their votes. They will exercise not a nominal but a real influence in the government and destinies of the country, and at the same time will forward their own growth in truth and virtue.

*Dr. Channing.*

**TRUTH IN CONVERSATION.**—The love of truth is the stimulus to all noble conversation. This is the root of all the charities. The tree which springs from it may have a thousand branches, but they will all bear a golden and generous fruitage. It is the loftiest impulse to inquiry—willing to communicate and more willing to receive—contemptuous of petty curiosity, but passionate for glorious knowledge. Speech without it is but babble. Rhetoric more noisy but less useful than the tinner's trade. When the love of truth fires up the passions, puts its lightning in the brain, then men may know that a prophet is among them. This is the spring of all heroism, and clothes the martyr with a flame that kills him. Compared with this, the emulations of argument—the pungencies of sarcasm—the pride of logic—the pomp of declamation—are as the sounds of an automaton to the voice of a man.

*Giles.*

**BEAUTIFULLY EXPRESSED.**—On the dedication of a school house in Boston recently, Mr. Quincy, the Mayor, said:

"If but once in a century, a little being should be sent into this world, of the most delicate and beautiful structure, and we were told that a wonderful principle pervaded every part of it, capable of unlimited expansion and happiness—capable of being associated with angels and becoming the friend of God; or if it should receive a wrong bias: growing up in enmity against him and in-

curing certain misery, would expense of education which would contribute to save from such misery and elevate to such happiness, be too much? But instead of one such little being, twenty-five thousand are now entrusted to the care of the "city fathers," their future destiny—of companionship with the angels, or with the degraded, wretched enemies of God."

The city of Boston has recently expended \$200,000, in erecting schoolhouses for the benefit of the public.

**THOMAS JEFFERSON AND HIS SCHOOL FELLOW.**—The Boston Eagle says: Rev. Mr. Cushman, during some remarks at the dedication of the new Mayhew school house referred to the time when, it was customary at the south for servants to hand round mint juleps in the schools. He spoke of Thomas Jefferson, and a fellow student who sat beside him. *The former abstained from juleps, but the latter indulged in them.* Thirty-five years afterward, in a bar room, the latter spoke of the difference in early habits, and confessed to be a confirmed drunkard, while Jefferson was president of the United States.

**LIEBIG WHEN A BOY.**—Liebig was distinguished at school as "booby," the only talent then cultivated in German schools being verbal memory. On one occasion, being sneeringly asked by the master what he proposed to become, since he was so bad a scholar, and answering that he would be a chemist, the whole school burst into a laugh of derision. Not long ago, Liebig saw his old schoolmaster, who feelingly lamented his own former blindness.

**CONSIDERATE.**—The Selectmen of Hallowell, Me., have set apart one street expressly for the boys to slide in.

## Mathematical Department.

### Solutions.

**QUESTION 1, BY C. A. LEESON.**—There is a square pyramid each side of whose base is 30 inches, and whose perpendicular height is 120 inches, to be divided into their equal parts, by sections parallel to its base. Required the perpendicular height of each part.

**SOLUTION BY A. MCLEAN.**

Let  $b=30$  in. the base, and  $h=120$  in. the height.

Then  $\frac{b^2 h}{3}$  = solidity of the whole pyramid.

And  $\frac{b^2 h}{9}$  = solidity of each part.

But since similar solids are to each other as the cubes of their like dimensions, we have

$\frac{b^2 h}{3} : h^3 :: \frac{b^2 h}{9} : \frac{h^3}{3}$ ; hence  $\sqrt[3]{\frac{h^3}{3}} = \frac{h}{3} \sqrt[3]{9} = 83.$

20336, the height of the upper part. Again,  $\frac{b^2 h}{3} : h^3 :: \frac{2b^2 h}{9} : \frac{2h^3}{3}$ ; and  $\sqrt[3]{\frac{2h^3}{3}} = \frac{h}{3} \sqrt[3]{18} =$

the height of the two upper parts; consequently,

$\frac{h}{3} \sqrt[3]{18} - \frac{h}{3} \sqrt[3]{9} = \frac{h}{3} (\sqrt[3]{18} - \sqrt[3]{9}) = 21.62628$ , the height of the middle part.

And  $\frac{3h}{3} - \frac{h}{3} \sqrt[3]{18} = \frac{h}{3} (3 - \sqrt[3]{18}) = 15.17036$ , the height of the lower part.

**QUESTION 2, BY N. P. COATS.**—What number is that, which being divided into two unequal parts, the square of the less added to the greater shall always be equal to the square of the greater added to the less.

**SOLUTION BY DAVID S. FARRAR.**

Let  $x+y$  be the number,  $x$  being the greater part, and  $y$  the less

Then  $x^2+y^2=y^2+x$ ,

or  $x^2-y^2=x-y$  by transposition,

or  $(x+y)(x-y)=x-y$  by factoring,

or  $x+y=1$ , by dividing both members by  $x-y$ .

Hence any two members, whose sum is 1, will fulfill the conditions required. For example, 5 and  $-4$ ,  $\frac{2}{3}$  and  $\frac{1}{3}$ ,  $\frac{3}{4}$  and  $\frac{1}{4}$ , and so on.

**ACKNOWLEDGEMENTS.**—Both questions were solved by A. Freshman, N. P. Coats, D. Jamieson, C. Ihmsen, R. W. McFarland, and A. McLean. Question 1, was solved by C. A. Leeson, E. C. Ellis, John I. Hooker, Wm. H. North, and N. Holt. Question 2, was solved by David S. Farrar.

From one of our correspondents we received a demonstration, or at least such a course of reasoning as was satisfactory to him, that no numbers could be found, that would answer the conditions of Question 2. We trust the solution will remove his difficulties. The celebrated Dr. Lardner, proved to his own satisfaction, and that of many others, a few years since, that it would be impossible to navigate the ocean with steamships; yet he afterward crossed the Atlantic in one; so our friend is not the only Mathematician whose logic has failed.

### Questions.

At the suggestion of several teachers, we have concluded to devote this number entirely to certain questions of interest, that have actually occurred in this city and vicinity.

**QUESTION 1.** What per cent per annum does a bank make, supposing its whole capital employed in discounting notes, having 30 days to run (that is, 33 days including the days of grace), at the rate of 6 per cent. per annum? Also, what in discounting notes having 60 days to run, at 6 per cent. per annum? Also, what in discounting notes having 90 days to run, at 6 per cent. per annum?

**QUESTION 2.** A takes to Mr. Fleecer, a broker a note of \$100, payable 30 days after date (no days of grace allowed), for which he receives \$96. Supposing the whole capital of the broker to be constantly employed at this rate, what per cent. per annum does he make?

**QUESTION 3.** A holds four notes of \$500 each dated June 1, 1849, payable respectively, June 1, 1851, June 1, 1852, June 1, 1853, and June 1,

1854; each, with 6 per cent interest from date, payable annually. On the 22d of December, 1849, E. S. B. purchases of A these four notes, for the sum of \$1565. Supposing the notes and interest each to be paid when due, what per cent per annum will E. S. B. receive for his money.

NOTE.—In solving this question it may be necessary to assume that the interest, and first three notes, were placed at interest again. In such case, let the assumed rate be 6 per cent.

#### Noblemen.

BY C. D. STUART.

The noblest men I know on earth,  
Are men, whose hands are brown with toil,  
Who, backed by no ancestral graves,  
Hew down the woods, and till the soil,  
And win thereby a prouder fame  
Than follows king or warrior's name.

The working men! whate'er their task—  
To carve the stone, or bear the hod—  
They wear upon their honest brows  
The royal stamp and seal of God!  
And brighter are their drops of sweat  
Than diamonds in a coronet!

God bless the noble working men,  
Who rear the cities of the plain;  
Who dig the mines, and build the ships,  
And drive the commerce of the main;  
God bless them! for their swarthy hands  
Have wrought the glory of all lands.

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## ABSTRACT OF THE METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati.

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.

150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

January, 1850.

Day of M.	Fahr'therm'ter			Barom.	Wind.			Weather.	Clearness of Sky.	Rain.
	Min.	Max.	Mean		A. M.	P. M.	Force			
1	7 29	20.2	29.625	n	n	1	1	fair	9	
2	20 37	31.5	.339	w	w	1	1	var'ble	1	
3	28 37	30.0	.229	w	n	1	1	cloudy	0	
4	18 31	21.8	.339	n	n	1	1	var'ble	5	
5	10 35	26.7	.542	w	w	1	1	fair	6	
6	28 39	32.3	.536	e	e	1	1	cloudy	0	
7	34 40	36.8	.075	do	do	1	do	do	0	.61
8	35 39	36.2	.281	w	w	1	do	do	0	
9	32 48	36.7	.420	do	do	1	1	fair	6	
10	26 56	39.0	.175	s	w	1	do	do	8	1.02
11	40 54	44.2	28.659	w	w	3	cloudy	0	0	.11
12	30 33	31.0	29.225	n	w	2	do	0	0	
13	28 32	26.5	.251	n	e	3	do	0	1.02	
14	28 39	31.8	.596	e	e	1	do	0	0	
15	29 44	37.2	.375	s	s	1	var'ble	2	.33	
16	36 44	40.2	.253	do	do	1	cloudy	0	0	
17	37 44	40.2	.249	s	w	1	do	9	.25	
18	36 41	37.7	.109	w	w	3	do	0	0	
19	32 39	35.0	.508	n	e	1	do	0	0	
20	35 40	41.2	.148	n	e	1	do	0	.61	
21	36 61	44.7	28.727	s	w	3	var'ble	1	.05	
22	26 41	32.6	29.342	n	w	2	clear	10	1	
23	28 48	41.8	.436	n	e	1	var'ble	1	.51	
24	41 52	49.3	.306	s	e	1	cloudy	0	.58	
25	46 54	49.2	.312	s	w	2	do	0	0	
26	44 55	50.0	.160	do	do	1	var'ble	1	1	
27	38 56	45.5	.187	w	w	1	fair	9	.05	
28	31 49	37.2	.116	do	n	2	do	6	6	
29	30 33	26.5	.501	n	n	2	do	9	9	
30	23 47	30.5	.663	n	e	1	do	6	6	
31	38 55	42.7	.541	s	w	1	var'ble	3	3	

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for particularly and reduced the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

#### SUMMARY.—

Least height of Thermometer, 7 deg.

Greatest height of do 61

Monthly range of do 54

Least daily variation of do 3

Greatest daily variation of do 30

Mean temperature of month, 38.6

do do at sunrise, 32

do do at 2 P. M. 43.3

Coldest day, January 1st.

Mean temperature of coldest day, 20.2

Warmest day, January 26.

Mean temp. of warmest day, 50

Minimum height of Barometer, 28.659 inches

Maximum do 29.713 do

Range of do 1.054 do

Mean height of do 29.3018 do

No. of days of rain and snow, 16.

Perpendicular depth of rain and melted snow, 5.2 in.

Perpendicular depth of unmelted snow, 10 in.

WEATHER.—Clear and fair, 9 days; variable seven days—cloudy, 15 days.

WIND.—N. 3 days; N. E. 5 days; E. 3 days; S. E. 1 day; S. 2 days; S. W. 5 days; W. 8 days; N. W. 3 days.

MEMORANDA.—1st very fine; cloudy and variable to 7th; light snow night of 5th; 7th wet, gloomy day; 8th thawing slowly, dreadful streets; 9th and 10th fair and pleasant over head, heavy rain night of the 10th; and showers at 1 o'clock, P. M. on 12th; 13th began to snow at 3 A. M., and quit at 2½ P. M., very snowy, stormy day; 14th thawed slowly; 15th began to rain at 4 P.

M.; 16th gloomy, drizzly day; 17th gloomy skies, and very bad streets and roads; 18th and 19th windy and cloudy; 20th rained lightly all day and part of 21st; 22d very fine and nearly clear; 23d to 26th variable, wet and gloomy; 27th fine clear day, showers in the night; 28th to 31st fair, variable, and pleasant.

OBSERVATION.—January has been three degrees warmer than the average temperature of the same month for the last fifteen years. It was about five degrees warmer than January 1849, or than last December. The quantity of rain and melted snow is about one half more than the monthly average. The striking features of the month have been the heavy snow storm of the 13th, the great number of cloudy, gloomy, and unpleasant days, and the bad condition of the roads and streets.

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From the Annual Report of Hon. Christopher Morgan, Secretary of State, and Superintendent of Public Schools for the State, presented to the New York Legislature, January, 1850.

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